

Targeted Assistance Team (TAT) Instructional Metric Tool

TAT Member: _____

School: _____

Date: _____

Lesson Period: (Circle) Beginning Middle End

Circle time in the classroom: (in minutes) 5-9 10-14 15-19 20+

Check the box next to each targeted area.

(1) ACTIVE TEACHER INSTRUCTION

Teacher models instructional tasks:

- ☐ Demonstrates the task (e.g., teacher uses think alouds)
- ☐ Learning progressions: proceeds in step-by-step fashion
- ☐ Focuses language (e.g., language is concise and content specific)
- ☐ Instructional language is clear

if 3+ checked, place "X" in box

☐

Teacher provides active and explicit instruction:

- ☐ Sets the purpose for instruction (e.g., lesson objectives are shared, background knowledge is built upon)
- ☐ Models skill, strategy, or task (check if "X" in box above)
- ☐ Guides instruction
- ☐ Scaffolds instruction
- ☐ Provides formative feedback (e.g., feedback that helps students take the next step in the learning progression)
- ☐ Monitors students during tasks and activities (e.g., provides corrective feedback; monitors for misconceptions and errors)

if 5+ checked, place "X" in box

☐

Teacher differentiates instruction:

- ☐ Uses flexible grouping arrangements
☐ individual ☐ partners ☐ small group ☐ teamwork ☐ whole class
Differentiates process, product, and content based on different levels of learners:
- ☐ Provides tiered assignments
- ☐ Scaffolds language (e.g., builds upon student strengths to move to higher levels of language use)
- ☐ Chunks content and information

if 3+ checked, place "X" in box

☐

(2) ACTIVE STUDENT ENGAGEMENT

Teacher promotes active student engagement:

- ☐ Uses an all student response system
 - Uses choral responding, think/pair/share
 - Response cards, thumbs up/down, etc...
- ☐ Selects students at random, random reporter
- ☐ Includes at least 80% of students in discussion

if 3 checked, place "X" in box

☐

Estimate student engagement during observed activity:
(Consider the whole lesson and estimate the approximate % of student engagement during the lesson)

- ☐ 80% - 100%
- ☐ 60% - 79%
- ☐ 40% - 59%
- ☐ 20% - 39%
- ☐ Less than 20%

Total number of students in the classroom _____

(3) INSTRUCTIONAL RIGOR

Teacher engages students in meaningful interactions with rigorous/high level content (teacher-level rigor):

- ☐ Provides and elicits background information
- ☐ Uses non-linguistic representations to teach content as necessary (e.g., graphic organizers)
- ☐ Makes relationships among content clear and overt
- ☐ Engages students in discourse around new concepts
- ☐ Includes instructional tasks/activities with high levels of rigor (e.g., application, analysis, synthesis, eval.)

if 4+ checked, place "X" in box

☐

Teacher promotes high levels of rigor by integrating student use of (student-level rigor):

- ☐ Think-aloud
- ☐ Clarify
- ☐ Predict
- ☐ Summarize
- ☐ Guided note taking

if 3+ checked, place "X" in box

☐

Teacher facilitates high level student discourse:

- ☐ Prompts students to initiate questions (encourages student question-asking behavior and peer questioning)
- ☐ Uses different discourse strategies to promote student talk (e.g., elaborating, following-up, rephrasing, repeating, turning the thinking back)
- ☐ Structures tasks to facilitate student-dominated talk
- ☐ Increases opportunities for students to talk with partners, team, and whole class discussion formats

if 3+ checked, place "X" in box

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(4) ACTIVE TEACHER INSTRUCTION AND STUDENT ENGAGEMENT

Formative Assessment Technique:

- ☐ Descriptive feedback
- ☐ Learning progressions
- ☐ Learning outcomes
- ☐ Collaboration
- ☐ Self and peer assessment

if 3+ checked, place "X" in box

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Notes:

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Notes:

Direct and Explicit Instruction: The teacher uses carefully designed lessons that focus on learning new skills, content, and strategies in a step-by-step fashion. The teacher presents a portion of the lesson, engages students in a guided practice, provides formative feedback to the students and monitors students as they practice the task independently.

Modeling/Think Alouds: The teacher shows the students how to use or perform the strategy being taught and shares his thoughts and questions aloud with the students while he approaches and is processing the task.

Guided Instruction: The teacher leads an activity that allows the students to demonstrate their understanding of the skill or concept introduced. Students receive immediate feedback from the teacher and the teacher's immediate next steps in the lesson are guided by the students' understanding or misunderstanding of the concept. Guided practice may involve the use of slates or an all student response system viewed by the teacher.

Scaffolding Instruction: The teacher provides temporary supports/guidance to students during initial learning that attempts to reduce the complexity of the task. Gradual and planned removal of the scaffolds occurs as the student becomes more successful and independent at task completion. Examples may include: guided notes, verbal prompting, graphic organizers, physical prompting, etc...

Scaffolding Language: The teacher provides different levels of language support for students (e.g., English language learners, students with low language and vocabulary skills). For example, when asking comprehension questions, a teacher will include a range of question types during the discussion. Some questions will be at a simple, literal level (e.g., Who is the main character?, Repeat the vocabulary word, ____?). Other questions will require students to apply and analyze content (e.g., Predict what will happen?, Compare butterflies and ladybugs.). Questions requiring decisions, judgments, and synthesis are also included. Overall, a *full* range of language is supported.

Nonlinguistic Representations: The teachers may demonstrate or ask the students to represent learning/content by: creating mental images, drawing pictures, constructing/completing graphic organizers, making/showing physical models, etc...

Tiered Assignments: The teacher plans and utilizes activities/assignments that focus on the essential

understandings and skills but at different level of complexity, abstractness and open-endedness.

Teacher-Level Rigor: The teacher engages students in tasks, activities and discussions that promote complex, analytical thinking (versus simple/literal thinking). Tasks at an evaluate level require students to make decisions and judgments, draw conclusions, and critique. Tasks at a create level require students to make connections and synthesize content. Students are observed designing, creating, generating, and planning content. Often "What if. . ." questions are used to prompt discussions and activities.

Student-Level Rigor: Students are engaged in metacognitive tasks. Students might be observed using a set of rules to create a summary, asking questions when something is confusing or unclear, clarifying questions, and making predictions about what might happen next (e.g., making inferences). Guided notes are often used to help students monitor understanding. Think alouds are also used by students to demonstrate their understanding of why and how comprehension strategies work.

All student response system: Students provide feedback to the teacher regarding their comprehension such as thumbs-up, displaying answers on whiteboards or choral responding (responding as a group).

Active Student Engagement:

80-100% - All/most of the students are participating in the assigned activity/task or providing feedback/answer to the teacher on cue.

60-79% - Most of the students are participating in the assigned activity/task or most students are responding to the teacher's cue.

40-59% - About half of the students are participating in the assigned activity/task. About half of the students are working directly with the teacher while the remaining students work independently or with a partner/small group of students.

20-39% - Less than half of the students are participating in the assigned activity/task. Less than half of the students are working directly with the teacher while the remaining students work independently.

Less than 20% - Most students are not participating in the assigned activity/task or individual students are called upon to provide feedback to the teacher on cue.

Learning-Focused Monitoring for Achievement: "LOOK FOR" & "ASK ABOUT"

Teacher: _____ Observer: _____ Date: _____

Look For ...	Ask About ...
Essential Questions: <input type="checkbox"/> Posted <input type="checkbox"/> Guides Instruction <input type="checkbox"/> Used at end of lesson to assist summarizing and gather evidence of learning	1. How do use the essential question in a lesson? 2. How did you have students answer the essential question in your most recent lesson?
Activating Strategy: <input type="checkbox"/> Activating strategy to start student thinking <input type="checkbox"/> Previews / teaches key vocabulary	1. What activating strategy did you use in your current lesson? 2. What research-based strategy did you use to preview key vocabulary?
Lesson: <input type="checkbox"/> In large group lesson, uses numbered heads in pairs to distribute summarizing / practice <input type="checkbox"/> Energetic pacing of lesson <input type="checkbox"/> Students actively engaged / thinking	1. How do you use collaborative pairs or numbered heads in your large group lessons? 2. How do you know when the lesson is moving too slow or too fast?
Graphic Organizers: <input type="checkbox"/> Guides instruction & student thinking <input type="checkbox"/> Guides writing extensions <input type="checkbox"/> Guides reading assignments & questions	1. How do students use a graphic organizer in today's lesson? 2. Why did you choose that graphic organizer?
Summarizing : <input type="checkbox"/> Reflects evidence student learning <input type="checkbox"/> All students participating <input type="checkbox"/> Guided by essential question	1. What summarizing strategy did you use in your last lesson? 2. How do you make sure that all the students summarize? 3. What evidence do you have of students' learning?
Extend / Refine: <input type="checkbox"/> Consistently uses for important content <input type="checkbox"/> Higher level thinking activities <input type="checkbox"/> Direct instruction to understand skill <input type="checkbox"/> Indirect instruction: writing / discussion	1. How often do you have an extending thinking activity or lesson? 2. What are some ways you cause students to have to extend information?
Vocabulary: <input type="checkbox"/> Content driven <input type="checkbox"/> Visual representation well organized, easy to use, graphic <input type="checkbox"/> Uses research-based strategies and direct instruction to preview vocabulary at beginning of lessons and units <input type="checkbox"/> Indirect instruction to build vocabulary through writing, reading, discussion, etc.	1. How are students aware of current vocabulary? 2. What vocabulary strategies do you usually use? 3. How is your current vocabulary organized for learning? 4. How do students use vocabulary for reading or writing?
Writing: <input type="checkbox"/> Writing process posted & used by students <input type="checkbox"/> Uses graphic organizers in pre-writing <input type="checkbox"/> Evidence of using current vocabulary <input type="checkbox"/> Consistent use of rubric(s) <input type="checkbox"/> Student writing samples	1. How do you know that students use a systematic process for writing? 2. How do you set up the pre-writing and vocabulary for the writing assignment? 3. Do you use a consistent rubric? 4. How often do students grade their own writing?
Reading Comprehension: <input type="checkbox"/> Reading comprehension strategies guide reading assignments & comprehension questions	1. What reading comprehension strategy did you use in your most recent reading assignment?
Comments / Examples / Answers: 	

Learning-Focused Monitoring for Achievement: "Look For" and "Ask About"

Teacher: _____ Observer: _____ Date: _____

<i>Look For...</i>	<i>Ask About...</i>
Essential Questions: _____ Posting _____ Guiding instruction _____ Using at the end of the lesson to assist summarizing and gather evidence of learning	1. How do you use the essential question in a lesson? 2. How did you have students answer the essential question in your most recent lesson?
Activating Strategy: _____ Previewing/activating students' thinking _____ Previewing/teaching key vocabulary _____ Activating prior knowledge to link with new information	1. What activating strategy did you use in your current lesson? 2. What research-based strategy did you use to preview key vocabulary?
Combined Lesson Format: _____ Using collaborative pairs/small groups during whole group lessons _____ Using energetic pacing _____ Implementing differentiated instruction	1. How do you use collaborative pairs or other groups in your large group lessons? 2. How do you know when the lesson is moving too slow or too fast?
Graphic Organizers: _____ Guiding instruction and students' thinking _____ Guiding writing extensions _____ Guiding reading assignments and questions	1. How did students use a graphic organizer in today's lesson? 2. Why did you choose that graphic organizer?
Summarizing: _____ Seeking evidence of students' learning _____ Involving all students _____ Focusing on learning of Essential Question	1. What Summarizing strategy did you use in your last lesson? 2. How do you make sure that all the students summarize? 3. What evidence do you have of students' learning?
Extending / Refining: _____ Using extending thinking activities for important concepts _____ Promoting higher level thinking _____ Using direct/indirect instruction to teach/refine skills	1. How often do you have an extending thinking activity or lesson? 2. What are some ways you cause students to have to extend information?
Vocabulary instruction: _____ Providing organized meaningful graphic organizers _____ Providing direct and indirect instruction	1. How are students aware of current vocabulary? 2. What vocabulary strategies do you usually use? 3. How is your current vocabulary organized for learning? 4. How do students use vocabulary for reading or writing?
Think Alouds: _____ Using think-alouds within classroom instruction	1. How do you model "thinking aloud" in your lesson? 2. How do you guide and support students' "thinking aloud" during classroom instruction?
Reading Comprehension: _____ Reading comprehension strategies guide reading assignments and comprehension questions	1. What reading comprehension strategy did you use in your most recent reading assignment?
Writing: _____ Writing process posted and used by students _____ Uses graphic organizers in pre-writing _____ Evidence of using current vocabulary _____ Consistent use of rubric(s) _____ Student writing samples	1. How do you know that students use a systematic process for writing? 2. How do you set up the pre-writing and vocabulary for the writing assignment? 3. Do you use a consistent rubric? 4. How often do students grade their own writing?
Student Engagement: _____ Using strategies for seeking active student responses during lesson	1. What strategies do you use for promoting on-task actively-engaged learning behaviors? 2. How do you ensure active student responses for all students during the lesson?
Comments/Examples/Answers: 	